

# Speaking Assessment Criteria



## Assessment Criteria per Task

	Marks
Communication	10
Range and Accuracy of Language	10
Pronunciation and Intonation	5
Interaction and Fluency	5
<b>TOTAL</b>	<b>30</b>

## Marks

Communication	
The markscheme	What it means? What you need to do
<b>9-10 Very Good</b> Information, ideas and points of view are presented and explained with confidence. Can narrate events when appropriate.	<b>9-10 marks</b> <ul style="list-style-type: none"> <li>▫ Students can speak with confidence and narrate events where appropriate. In order to do this, they will have to develop their answers well.</li> <li>▫ They will have to offer ideas / opinions / points of view (minimum 2) and be able to explain them.</li> </ul>
<b>7-8 Good</b> A good amount of information and points of view are conveyed and regularly developed.	<b>7-8 marks</b> <ul style="list-style-type: none"> <li>▫ The answers will be regularly developed, even though some of them may not be. However, for the award of a mark in this band, most answers will show some development.</li> <li>▫ There is a requirement to give opinions (minimum 2).</li> </ul>
<b>5-6 Sufficient</b> A reasonable amount of information and points of view are conveyed and sometimes developed.	<b>5-6 marks</b> <ul style="list-style-type: none"> <li>▫ There will still be evidence of an ability to develop some answers.</li> <li>▫ There is a requirement to give opinions (minimum 2).</li> </ul>
<b>3-4 Limited</b> Some simple information and	<b>3-4 marks</b> <ul style="list-style-type: none"> <li>▫ Few responses are developed, but for</li> </ul>

opinions are conveyed. Few responses are developed.	some questions you can expect replies to go beyond the minimal, even if this is in the form of lists or very simple sentences. <ul style="list-style-type: none"> <li>▫ There is a requirement to give opinions (minimum 2).</li> </ul>
<b>1-2 Poor</b> Little relevant information communicated. Very few appropriate responses are developed.	<b>1-2 marks</b> <ul style="list-style-type: none"> <li>▫ Very few appropriate responses are developed, but therefore there has to be evidence of development, however basic, in at least one reply.</li> </ul>
<b>0</b> No relevant information conveyed. A zero score.	<b>0 marks</b> <ul style="list-style-type: none"> <li>▫ No relevant information is communicated, but a student could still give some very minimal replies and still score zero if there was no development at all.</li> </ul>

## Marks Range and Accuracy of Language

The markscheme	What it means? What you need to do
<b>9-10</b> A wide range of vocabulary, complex structures and a variety of verb tenses. Errors usually appear in more complex structures.	<b>9-10 marks</b> <ul style="list-style-type: none"> <li>▫ A variety of <b>tenses</b> must be used. This means two or more. The tenses could come from the same time frame (for example the perfect and the imperfect) but a greater range of tenses will add to the complexity of the language used and most students getting marks in this band will probably use three or more tenses, unless the nature of the task does not allow it.</li> <li>▫ There will be complex structures, as appropriate to GCSE level. Use of the subjunctive or similar grammatical structures are not a requirement. Complexity will often be achieved by variety of expression.</li> </ul>

	<ul style="list-style-type: none"> <li>▫ There needs to be a wide range of vocabulary. This means that students will not be too repetitive in the words they use.</li> <li>▫ Errors usually appear in complex structures, or they may be minor errors, for instance of gender, which do not appear too often.</li> </ul>
7-8 A range of vocabulary; some complex structures and a variety of verb tenses attempted, though not always well formed. Some errors occur but the message is clear.	<p>7-8 marks</p> <ul style="list-style-type: none"> <li>▫ Two or more tenses must be used.</li> <li>▫ Some complex structures will be used, but the note about what constitutes complexity for the 9-10 band will apply here.</li> <li>▫ There must be a range of vocabulary, so students in this band will again be trying to avoid repetition of the more common words.</li> <li>▫ Errors occur, but the message is clear, so that the type of mistake made will not prevent communication.</li> </ul>
5-6 Limited vocabulary; sentences generally simple but occasionally more complex. Errors are quite frequent, but the language is more accurate than inaccurate.	<p>5-6 marks</p> <ul style="list-style-type: none"> <li>▫ There is no need for students to use more than one tense to be awarded a mark in this band.</li> <li>▫ Sentences are generally simple but occasionally more complex. There will be more repetition of simple constructions here, but sometimes a more unusual structure will be used.</li> <li>▫ Errors are quite frequent, but the language used is <b>more accurate than inaccurate</b>.</li> </ul>
3-4 Very limited vocabulary; short, simple sentences.	<p>3-4 marks</p> <ul style="list-style-type: none"> <li>▫ The sentences are short and simple and</li> </ul>

Errors very frequent.	probably there will be quite a lot of repetition of the more common verbs. <ul style="list-style-type: none"> <li>▫ The vocabulary is very limited, so there will probably be quite a lot of repetition of the same words.</li> </ul>
1-2 Isolated words of vocabulary. Occasional short phrases. Errors often impede communication.	<p>1-2 marks</p> <ul style="list-style-type: none"> <li>▫ There are only isolated words of vocabulary with the occasional short phrase. It may well be that there is quite a lot of silence.</li> <li>▫ Errors often impede communication, or there is very little evidence to enable an opinion to be formed.</li> </ul>
0 No language produced is worthy of credit.	0 No language produced is worthy of credit.

#### Marks Pronunciation and Intonation

The markscheme	What it means? What you need to do
5 Consistently good accent and intonation.	<p>5 marks</p> <ul style="list-style-type: none"> <li>▫ Consistently good accent and intonation are required. 'Accent' means 'pronunciation'.</li> </ul>
4 Generally good.	<p>4 marks</p> <ul style="list-style-type: none"> <li>▫ Generally good. It may be that problems arise mainly with the sounds that students traditionally find more difficult.</li> </ul>
3 Generally accurate but some inconsistency.	<p>3 marks</p> <ul style="list-style-type: none"> <li>▫ Generally accurate, but there is some</li> </ul>

	inconsistency. As well as the more common mispronunciations, there may be problems with vowel sounds and anglicised words.
2 Understandable, but comprehension is sometimes delayed.	2 marks <ul style="list-style-type: none"> <li>What is said is understandable, although comprehension is sometimes delayed. On occasion it is necessary to listen very carefully to what is being said in order to get the intended meaning.</li> </ul>
1 Barely understandable, making comprehension difficult.	1 mark <ul style="list-style-type: none"> <li>What is said is barely understandable and comprehension is difficult. There may well be very little evidence, because not much is said by the student.</li> </ul>

#### Marks Interaction and Fluency

The markscheme	What it means? What you need to do
5 Responds readily and shows initiative. Conversation sustained at a reasonable speed, language expressed fluently.	5 marks <ul style="list-style-type: none"> <li>The student responds readily, without significant pause before answering the questions.</li> <li>There is initiative, as the student is able to fully develop answers to the questions.</li> <li>The conversation is sustained at a reasonable speed, but clearly not at native speaker pace.</li> </ul>
4 Answers without hesitation and extends responses beyond the minimum with some flow of language.	4 marks <ul style="list-style-type: none"> <li>The student will again have to answer without hesitation.</li> <li>The replies will go beyond the minimum, although there will not be as much development as in the top band.</li> <li>There is some flow of language, even if from time to time there is some pausing for thought.</li> </ul>
3 Ready responses; some evidence of an ability to sustain a conversation; little if any initiative.	3 marks <ul style="list-style-type: none"> <li>There are ready responses, where the student can answer reasonably promptly most of the time.</li> <li>There is little if any initiative, so the student</li> </ul>

	may not develop answers to any great extent. <ul style="list-style-type: none"> <li>There is an ability to sustain a conversation, so that any hesitation does not break up the interchange of information too much.</li> </ul>
2 Some reaction. Sometimes hesitant, little natural flow of language.	2 marks <ul style="list-style-type: none"> <li>There is some reaction to the teacher's questions, but the student is sometimes hesitant. In practice, there will be more sections of the test where the student is thinking what to say or can't answer.</li> <li>There is little natural flow.</li> </ul>
1 Little reaction. Very hesitant and disjointed.	1 mark <ul style="list-style-type: none"> <li>There is little reaction to what the teacher asks and the student is so hesitant that the conversation becomes disjointed. There will in all probability be lots of silence during the task.</li> </ul>
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<ul style="list-style-type: none"> <li>The immediate future counts as future tense. A present tense verb with a future time marker does not.</li> <li>The present subjunctive does not count as a separate tense from the present indicative.</li> <li>A construction using the present tense to refer to the past counts as the present tense.</li> </ul>
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